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The Evaluation of the "Guest Teachers" Program: CIPP Model Approach for Academic Year 2024/2025

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Abstract
The Guest Teachers Program is designed to invite students' parents to serve as one-day guest teachers, inspiring students through various professions while fostering a sense of pride and respect for their parents. This study aims to evaluate the success level of the educational program through an evaluation of the Guest Teachers Program implemented at Kiddie Land Kindergarten, Bengkulu City. The research method employed is descriptive evaluative research, which aims to provide an overview of the program under evaluation. The data analysis technique used in this study is descriptive analysis. The evaluation model applied is the CIPP model (Context, Input, Process, and Product). The CIPP model is designed to evaluate programs comprehensively to make systematic decisions. Based on the conducted research, it can be concluded that implementing the Guest Teachers Program, viewed from context, input, process, and product, is reasonably effective at Kiddie Land Kindergarten, Bengkulu City. This is because the content and objectives of the Guest Teachers Program align well with the school's needs.

Keywords: *Evaluation; Guest Teachers Program; CIPP Model.*

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Introduction
The current Early Childhood Education curriculum follows the Kurikulum Merdeka, as mandated by Minister of Education Regulation No. 12 of 2024, which applies across early childhood, primary, and secondary education levels. Learning outcomes in Early Childhood Education under the Kurikulum Merdeka cover religious and moral values, self-identity, and foundational knowledge in literacy, mathematics, science, technology, engineering, and arts. To achieve Early Childhood Education goals aligned with the Kurikulum Merdeka, innovative educational programs must cater to the needs of young children.

One such innovative program implemented at Kindergarten Kiddie Land Bengkulu during the 2023/2024 academic year is the Guest Teachers program. This program invites guest educators to join classroom activities, embodying the spirit of fun learning. The guests can be teachers from other schools, experts, writers, artists, or professionals willing to share their experiences. The primary goal of this program is to add variety to learning activities, addressing potential student boredom.

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Research conducted by Asyhari et al. (2020) at the International Psychology Conference highlights Guest Teachers as an inspirational classroom implementation program. It aims to motivate children through diverse professional stories, leveraging the resources of students' parents. At Kindergarten Kiddie Land, guest educators are primarily parents who volunteer to share their professional or hobby-related experiences. These inspiring sessions encourage children to aspire to greater achievements and continue their education enthusiastically.

Moreover, the Guest Teachers program fosters parental involvement in children's education and enhances their socio-emotional development. By involving parents as one-day guest teachers, the program instills respect for parents and nurtures a sense of familial bond within the classroom (Asyhari et al., 2020).

To determine whether an educational program meets its intended outcomes, program evaluation is essential. Aryanti, as cited in Wahyuningsih (2022), states that evaluation is a method used for planning, improving, developing, and refining activities or programs. This aligns with Arikunto's (2005) definition of program evaluation as a process to assess the effectiveness of an educational program, ensuring its readiness for implementation in educational institutions.

Evaluation of educational programs or learning in early childhood is an important aspect in Early Childhood Education. This process helps teachers and parents understand the overall development of children, including cognitive, physical, social-emotional, motor and language aspects. Conducting proper evaluations can identify the strengths and weaknesses of each child, as well as design appropriate learning strategies to support optimal child development (Wirawan in Affandi, 2023).

The definition of evaluation in early childhood education here is the process of collecting, analyzing, interpreting and making decisions about early childhood learning and learning data in the learning process or early childhood development stimulation service programs held at PAUD institutions.

Patton (2008) in Hamzah (2024), emphasizes the importance of evaluation in decision making. According to Patton , evaluation is a systematic data collection process on program activities, characteristics, and results to evaluate programs, improve activities, and provide information for future decision making. So that programs that are designed or implemented can be continued or stopped. This is very relevant to the implementation of Guest program evaluation. Teacher that has been implemented at Kiddie Land Kindergarten, Bengkulu City. The evaluation was carried out through the CIPP model approach to know how the program is running and the effectiveness of the program implementation.

The dynamics of early childhood education needs and program implementation standards continue to develop. The "Guest Teacher" program is one of the innovations in early childhood education that aims to introduce children to the outside world and enrich their learning experiences. Although this program has been widely implemented in various educational institutions, there are still limitations in evaluating this program using a systematic approach through the CIPP model approach.

Previous research tends to focus on the implementation and general benefits of the "Guest Teacher" program without thoroughly evaluating the context, input , process, and outcome aspects of the program. This makes it difficult for schools to identify the strengths and weaknesses of the program and design more specific improvements.

Thus, with the limitations of previous research related to evaluating the "Guest Teacher" program, especially in Kiddie Land Kindergarten, Bengkulu City, this study aims to fill the gap. The CIPP model approach is used to evaluate the program as a whole, so that it can provide relevant recommendations for future program development.

Based on the discussion above, this article aims to evaluate the effectiveness of the Guest Teachers program at Kindergarten Kiddie Land, Bengkulu City: CIPP Model Approach for Academic Year 2024/2025. Research on evaluating specific educational programs for early childhood education remains limited, highlighting the need for further exploration.

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Methodology

The data analysis technique used in this research is descriptive analysis. The evaluation model adopted is the CIPP model (Context, Input, Process, and Product). The CIPP model is designed to identify ongoing efforts and address shortcomings through evaluation. This model provides a comprehensive assessment of context, inputs, and processes, which are interpreted, evaluated, and presented honestly. The primary purpose of the CIPP model is to determine the extent to which the evaluated program meets its intended needs. The variables examined in this study include: 1) Context Variable: This variable describes the program's relevance to the needs and objectives of the Guest Teachers program at Kindergarten Kiddie Land, Bengkulu. 2) Input Variable: These variable covers participant characteristics, program materials, supporting facilities, and program management of Guest Teachers at Kindergarten Kiddie Land, Bengkulu. The data collection instruments include: a) Questionnaires for gathering information on participant characteristics and program materials, b) Observation guidelines for assessing supporting facilities, c) Interview guidelines for evaluating program management.

Process Variable

The process variable in this study includes participation and the quality of implementation. The data collection instrument for this variable is a questionnaire.

Outcome Variable

This variable assesses the usefulness or benefits of the Guest Teachers program and the skills of the participants involved in the program's implementation. The data collection instrument for this variable is also a questionnaire. The usefulness or benefits of the program implementation skills are measured based on their ability to address challenges or difficulties encountered during the execution of the Guest Teachers program at Kindergarten Kiddie Land, Bengkulu.

The research was conducted at Kindergarten Kiddie Land, Bengkulu City, during the odd semester of the 2024/2025 academic year. The population of this study comprises the early childhood education (Early Childhood Education) community at Kindergarten Kiddie Land, Bengkulu City. The sample includes the school principal, teachers, educational staff, and students from the Kindergarten B learning group (ages 5-6 years).

The variables examined in this study include participant characteristics, supporting facilities, program management of *Guest Teachers*, program materials, participant participation, implementation quality, program benefits, and skills in executing the *Guest Teachers* program. Below are the identified variables in this research: a) ontext Variable. This variable describes the relevance of the program to the participants' needs and the objectives of fulfilling the requirements of early childhood education (Early Childhood Education) units, b) Input Variable. This variable includes participant characteristics, program materials, supporting facilities, and program management. Questionnaires for participant characteristics consist of open-ended questions, while questionnaires for program materials are structured using a Likert scale model with four graded response options. Interview guidelines for program management are in open-ended format, and data on facilities and infrastructure are gathered using observation guidelines, c) Process Variable. This variable pertains to the execution and utilization of resources or materials, methods or activity formats, and teaching aids to achieve the desired outcomes. Process variables include participant participation and the quality of program implementation. Data collection tools for this variable are questionnaires structured with a Likert scale model comprising four graded response options, d) Outcome Variable. This variable encompasses the benefits of the *Guest Teachers* program and participants' skills in implementing the program in Kindergarten B. Data on program benefits are collected through questionnaires using a Likert scale with four assessment levels.

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Participants' skills in executing the program are assessed based on the students' responses and observations of their performance in class.

To enhance the data quality, open-ended interviews were conducted with participants in the *Guest Teachers* program. Additionally, observations of the implementation process were carried out to provide a comprehensive overview of the program's execution in the school.

The purpose of this evaluation research is to determine the program's effectiveness. According to Rossi and Freemant, as cited in Krisnawanti et al. (2024), evaluations often encompass input, process, and outcome assessments. To achieve this objective, the study does not introduce any interventions but instead seeks to uncover and describe existing facts observed in the field.

Instruments such as questionnaires, observation sheets, and interview guidelines were utilized to collect the desired data in this study. These instruments were designed to capture data on (1) input, including participant characteristics, program materials, supporting facilities, and program management; (2) process, including participant participation and implementation quality; and (3) outcomes, including the benefits of teaching skills. In short, this study collected data through a Likert-based questionnaire, direct observation, and semi-structured interviews. As well as content validation with expert discussions.

The instrument for participant characteristics was not scored. The questionnaire aimed to collect information on participants' names, institutions, professions/occupations, gender, and education levels of the *Guest Teachers* involved in the program.

Supporting Facilities: This aspect assessed the availability of tools and resources needed to implement the program, such as *Merdeka Curriculum* model books, indicators of developmental achievements for Kindergarten B, teaching aids, completeness of educational play tools (EPT), the condition of the activity centers, and administrative completeness. Observational sheets were used for data analysis in this category.

Program Materials: This aspect evaluated the *Guest Teachers* program concerning its relevance to primary tasks, the ability to enhance program preparation, lesson planning, addressing implementation challenges, improving teaching techniques, alignment with educational policies, development of educational media, teaching skills in classroom activities, and assessment of developmental outcomes for Kindergarten B students. These aspects were translated into specific questionnaire items.

Program Management: This involved evaluating program implementation, focusing on readiness, roles, responsibilities, program outcomes, benefits, impacts, challenges, difficulties, and suggestions for improvement. Data on management were collected using interview guidelines in the form of open-ended or descriptive responses.

Participation: This assessed the involvement of participants in the *Guest Teachers* program. Indicators included attendance, discipline, active participation, and creativity in planning activities. These aspects were detailed in specific questionnaire items. **Implementation Quality**: This evaluated the program's delivery, including the clarity of material presentation based on themes, the use of methods/activity formats, the utilization of teaching aids, timeliness in delivering materials, and the provision of relevant questions. **Teaching Skills**: This aspect explored teaching skills in classroom activities, encompassing classroom management, questioning techniques, mastery of expertise, and student evaluation. Students and classroom teachers assessed teaching skills during the *Guest Teachers*' teaching sessions. These aspects were also incorporated into specific questionnaire items.

The assessment instruments tested in this study were limited to questionnaires, while the interview and observation guidelines were implemented solely by the evaluator, who also served as the researcher. Instrumental testing aimed to determine the tools' validity and reliability to ensure that the obtained results accurately reflect the observed issues.

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The validity of the instruments was determined using construct validity. Content validity testing aimed to evaluate whether the items in the instrument adequately represented the intended variables' indicators. Construct validity ensured that the types of questions were appropriate for the comprehension levels of each respondent.

The validity testing process involved discussions with program implementers and consultations with academic supervisors. Items that did not meet the required standards were revised based on feedback from these discussions and consultations. The revised instruments were then tested to confirm their construct validity.

Sutrisno Hadi, as cited in Krisnawati et al. (2024), defined validity as the ability to measure what is intended to be measured accurately. The criteria for determining the validity of each aspect involved a scoring scale where respondents selected *4* for "very often," *3* for "often," *2* for "occasionally," and *1* for "never."

The tested assessment instruments were exclusively questionnaires, with the interview and observation guidelines refined through researcher-conducted interviews. The testing aimed to ensure the instrument's validity and reliability, thereby providing credible and convincing insights into the observed issues.

Construct validity was established through content validity testing, confirming whether the instrument items reflected the intended indicators of change. Discussions with program implementers and consultations with academic supervisors played a significant role in refining the items to meet the required standards. These revisions were further tested to achieve robust construct validity (Krisnawati et al., 2024).

This study is descriptive, evaluative research that provides an overview of the program being evaluated. To achieve this, the data analysis technique used is descriptive analysis. This descriptive technique is employed to present the data obtained in percentage form, which is then described, and conclusions are drawn about each factor and indicator based on the established criteria.

Results And Discussion

The Nature of Early Childhood Learning

Many experts state that the definition of learning is a change in behavior. However, it should be emphasized that this change occurs consciously and intentionally. Therefore, upon further examination, the essence of learning is a change that results from active efforts, not passive ones. Learning is an active process involving effort, thinking, and the act of choosing or deciding to acquire knowledge, skills, and attitudes that are expected. Thus, if science teachers want children to learn in science education, they must prepare a well-planned program based on clear goals that align with the developmental indicators of the child, before engaging them in the actual learning process (Samatowa, 2018).

Early childhood refers to children from birth to six years of age (0-6 years). As stated in the National Education System Law, early childhood refers to children in the 0-6 age range. Early childhood is a period of rapid growth and development, often referred to as the "golden age." This period is special because children have unique psychological, educational, and physical needs (Akbar, 2020).

In essence, early childhood learns through play, so learning for young children is through play. Given the characteristic of early childhood being active in exploring their environment, play activities are a part of learning. Therefore, early childhood education must be designed in such a way that children do not feel burdened while achieving their developmental tasks. This allows each child to bring their existing knowledge to new learning experiences.

Learning will be more meaningful for young children if it involves real-life practice, aligned with what they directly experience in their lives. Based on the essence of early childhood education, we will understand the goals and functions of early childhood education. Thus, the learning objectives will be aligned with the true nature of early childhood.

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One of the main goals of early childhood education is to develop the potential intelligence in every aspect of a child's development, including spiritual, social-emotional, cognitive or intellectual, artistic, and gross and fine motor skills, all within a pleasant learning environment.

Benefits of the Guest Teachers Program for Early Childhood

The implementation of the Guest Teachers program for Early Childhood Education has not been widely adopted in Early Childhood Education institutions in Bengkulu City. Taking inspiration and adapting best practices from other Early Childhood Education institutions in cities outside Bengkulu, and modifying them based on various sources of reference, the Guest Teachers program was implemented at Kindergarten Kiddie Land in Bengkulu City. Based on interviews with teachers and parents and the assessment of children's development during the learning process through the application of the Guest Teachers program, several benefits are observed, including: 1) Children learn to interact with adults outside of their school or family environment. 2) It trains children to listen, ask questions, and collaborate in new situations. 4) Guest teachers often bring teaching aids, stories, or unique activities stimulating children's creativity. For example, an artist might teach children how to create artwork from simple materials, or a dentist could demonstrate tooth brushing and dental care in a fun way. 5) Through interactions with practitioners or experts, children understand how knowledge or skills are applied in everyday life. 6) Children who participate in activities with guest teachers feel valued and motivated to showcase their abilities. 7) This experience helps children feel comfortable interacting with new people. 8) Classroom teachers can learn new methods or ideas from guest teachers to apply in routine classroom activities. 9) It provides variety in the classroom routine, helping to reduce monotony. 10) Involving parents as guest teachers strengthens school and family relationships. 11) The presence of professionals from the local community also strengthens the bond between educational institutions and the surrounding community.

CIPP Model Evaluation

Vito and Higgins (2015) state that program evaluation is a systematic assessment of the operations and/or outcomes of a program or policy, which is then compared to a set of implicit or explicit standards, serving as a contribution to the improvement of the program or policy. Meanwhile, Kirkpatrick & Kirkpatrick, as cited in Faizin & Kusumaningrum (2023), argue that evaluation is conducted to determine whether the program aligns with the expected results, whether the program's goals are met, and to identify the reasons behind the program's successes or failures. Additionally, it can reveal the relationship between planning, implementation, and program development, identify the key factors contributing to the program's success, and provide further recommendations to enhance the program's effectiveness.

The CIPP model is a framework developed by Stufflebeam. In the field of education, he categorizes evaluation into four dimensions: context, input, process, and product, which is why the model is named CIPP. This model provides guidelines to assess a program from the perspectives of context, input, process, and product. The goal of the CIPP model is to assist in conducting evaluations to improve accountability in a school or educational institution. The CIPP evaluation model can be applied across various fields such as education, management, business, and so on, as well as at different levels, including projects, programs, and institutional policies.

The reason for using the CIPP model in this study is due to its advantages: (1) it is comprehensive, covering everything from planning to outcomes, and (2) its stages are systematic. For the evaluation of the Guest Teachers program at Kindergarten Kiddie Land, Bengkulu City, each aspect is explained as follows : a) Context evaluation: This evaluation aims to assess the goals of meeting needs and the relevance of the program to these needs, b)

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Input evaluation: For the Guest Teachers program at Kindergarten Kiddie Land, Bengkulu City, the data needed for input evaluation includes the participants of the program, covering: participant characteristics, program materials, supporting facilities, and the organizers or facilitators of the Guest Teachers program, c) Process evaluation: This evaluation focuses on the implementation process of the program, including participant involvement and the quality of the implementation of the Guest Teachers program, d) Product evaluation: The effectiveness of the Guest Teachers program can be observed through the results achieved and experienced by everyone involved in each implementation of the program during the teaching and learning activities in the classroom. In addition, the program's effectiveness can also be seen from the benefits of the Guest Teachers program activities.

Recommendations from the Evaluation Results of the Guest Teachers Program at Kiddie Land Kindergarten, Bengkulu City

Effectiveness of the Guest Teachers Program in Early Childhood Education Institutions

Based on the school's strategic plan, using the CIPP evaluation model (Context, Input, Process, Product), it is evident that the Guest Teachers program is effectively implemented at Kindergarten Kiddie Land, Class B. The program's content is relevant to the needs of the school.

Infrastructure at Kindergarten Kiddie Land

The infrastructure at Kindergarten Kiddie Land, Bengkulu City, still requires creative facilities to support implementing the Guest Teachers program. Currently, the guest teachers provide the facilities, with limited support from the teaching staff.

Challenges Encountered

Obstacles still exist in time management by the school's program implementers and parents' awareness of the importance of the Guest Teachers program. It is hoped that every parent can become a guest teacher, sharing their experiences and skills.

Guest Teachers' Communication Skills

The guest teachers’ ability to deliver or communicate information and provide instructions must be adjusted to the children's language and understanding. Every idea to be implemented in practice, particularly in the classroom, should first be communicated and prepared with the class teacher.

Conclusion

It can be concluded that implementing the Guest Teachers program at Kiddie Land Kindergarten in Bengkulu City is quite effective because the program materials and objectives have strong relevance to the needs of children and schools. The success of this program is also supported by careful planning, structured implementation, and results that align with expectations. With an evaluation using the CIPP model approach, this program can continue to be improved to provide greater benefits in the future.

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